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ABSTRACT

As one of the sequential units developed by the Latin American Curriculum Project, it expands further the material in the units covered at the lower grade levels. It is a two week unit which emphasized a comparison of the Anglo- and Latin American colonial systems. Broader perspectives and more meaningful understanding of both civilizations are considered the major objectives. Comparative study is considered important here because it increases awareness of United States History, weakens stereotypes and ethnocentrism, and, offers excellent opportunities for the integration and extension of world geography and world history knowledge and skills. An attempt has been made to include content usually neglected in American history texts. A variety of sources and viewpoints are provided, and students are encouraged to critically analyze information and develop their own hypotheses. The activities that are suggested, attempt to stimulate meaningful class discussion. Specific references for each topic are indicated in the materials section. General bibliographies, maps, and readings are provided in the appendices. Maps and charts are meant to be used as transparency masters. This unit was designed to allow adaptation to more than one grade and ability level. Related reports are: ED 036 679, SO 000 019, SO 000 020, SO 000 022, SO 000 023. (SBE)

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ESTABLISHMENT OF THE AMERICAN COLONIES: A COMPARISON OF SPANISH AND ENGLISH AMERICA*

(For Senior High School American History)

SO 000 021

Instructional Unit No. 1 (1968)

LATIN AMERICAN CURRICULUM PROJECT

403 Sutton Hall, The University of Texas, Austin, Texas, 78712

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Establishment of the American Colonies:

A Comparison of Spanish and English America

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Foreword

This unit, intended for a senior high school American history course, emphasizes a comparison of the Anglo- and Latin American colonial systems. It is assumed that in the intermediate grades or junior high school considerable attention was given to the individual explorers and colonial leaders. Since so many of the differences today between Anglo America and Latin America stem from the colonial period, this unit should make a contribution to understanding the present as well as the past.

Clark C. Gill
Director

Overview

An expanded content outline, suggested activities, and materials are presented in this 2-3 week unit which integrates the colonial history of Spanish and British America. The variety of activities and materials offered is intended to provide flexibility, enabling the unit to be adapted to more than one grade and ability level.

Comparative study is recommended for several reasons. Broader perspectives and more meaningful understanding of both United States and Latin American civilizations are major objectives. Why and how have Spanish and British America developed similarly? Differently? To what extent does their colonial experience explain present conditions? Aspects of life in the United States (e.g., stable democratic government) are often unconsciously accepted as natural or normal, as well as desirable, without consideration of how or why they developed. Comparative study increases awareness of United States history, weakens stereotypes and ethnocentrism. By examining similarities and differences in European backgrounds, natural environments, native Indian civilizations, and early historical experience, students should develop more tolerant attitudes toward cultural differences.

In selecting content, an effort has been made to emphasize general trends and ideas. Specific examples are essential for illustration and explanation of generalizations and concepts, but "details" (e.g., lists of explorers, conquerors, colonies, imperial laws) are not useful or practical. Activities emphasize relationships and comparisons. A further attempt has been made to include content, usually neglected in American history texts, which is essential to comparative study. For example, the European backgrounds of American civilization are often slighted in favor of rather detailed accounts of individual explorers. While the latter provide human interest they do not explain the European influences in America, and are briefly treated here. The 'black legend' of Spanish colonization is often accepted without consideration of opposing views of Spanish society in Europe or the essentially medieval character of her colonial ventures. The time difference in British and Spanish colonization is crucial to an understanding of subsequent colonial development.

Comparative study offers excellent opportunities for the integration and extension of world geography and world history knowledge and skills. A variety of sources and viewpoints is provided and students should be encouraged to critically analyze information and develop their own hypotheses based on the evidence they have studied. Both primary and secondary sources are available and should be employed. Maps, charts, and diagrams are used to illustrate ideas and facilitate comparisons.

Rather than lecture and recitation, the suggested activities attempt to stimulate meaningful discussion. It is expected that not all the suggested activities will be suitable for every group of students and that teachers will find sufficient flexibility to adapt them to their individual situations.

Specific references for each topic are indicated in the 'Materials' section, and general bibliographies for Spanish and English America are provided in the Appendix with maps and readings from primary sources. Multiple copies of the following paperback books are recommended for purchase, and should be available in the classroom for student use.

Ewing, E.E., Latin American Society. Skokie, Illinois: Rand McNally, 1961. ($1.50)

Kingsbury, R. and Schneider, R., Atlas of Latin American Affairs. New York: Praeger, 1965. ($1.75)

Pendle, G., A History of Latin America. Baltimore: Penguin, 1963. ($1.25) (especially recommended for the teacher who desires a brief, general survey)

Peterson, H.F., Latin America. New York: Macmillan, 1966. ($2.12)

Stavrianos, L.S. and Blanksten, G.I., Latin America: A Cultural Area in Perspective. Boston: Allyn and Bacon, 1967. ($1.20)

Stavrianos, L.S., et. al., Readings in World History. Boston: Allyn and Bacon, 1967. ($4.64)

With the exception of Kingsbury and Pendle, these books have been written for high school students and are part of world culture series.

The materials provided in the Appendix are intended to be reproduced for student use. The maps and chart should be used as transparency masters.

Content Outline

I. Political, economic, social, and cultural backgrounds of the American peoples
   - A. 15th, 16th, and 17th century Europe
     1. Emergence of unified nations and nationalism
     2. Religious conflict
     3. Decline of feudalism and beginnings of modern capitalism
   - B. The western hemisphere before Columbus
     1. Natural environment
     2. Native cultures
   - C. Motives and methods of colonization
     1. Effects of the time difference in colonization
     2. Role of the European governments

II. Colonial patterns
   - A. Imperial theory and colonial government
     1. Relationship between European and colonial governments
     2. Local colonial government
     3. Church-State relations
     4. Trade and mercantile regulations
   - B. Land and labor: colonial economies
   - C. Society and culture
     1. Social structure and mobility
     2. Colonial cities
     3. Education
     4. Literature, architecture, arts
   - D. Turning points: the mid-18th century
     1. Bourbon Reforms
     2. French and Indian War

I. Political, economic, social, and cultural backgrounds of the American peoples

According to the American historian, Henry Steele Commager, a people's character results from the blending of inheritance, environment, and historical experience. Thus, in order to understand the similarities and differences between English and Spanish America, examination of their European backgrounds, geography, native populations, and history is necessary.

Activities	Materials
1. Ask students for definitions of 'character' and 'culture,' and put their ideas on the board. Discuss and modify definitions.	1. A list of general references for Spanish America is provided in the Appendix.
2. Consider those aspects or ingredients which Commager considers most important. Ask students to provide specific examples (e.g., English colonization occurred during a period of religious conflict; thus many colonists came to America to escape persecution, and as a result several churches were established in the English colonies. Or, the availability of precious metals in Spanish America made mining a major occupation and source of income). Add to Commager's list if students suggest other factors.	2. Wall map of the world.
3. On a world map, indicate the relative positions of Spain, England, and the New World. Use of a late 15th century map would indicate man's view of the world at that time.	3. Attitude questionnaire. For a description of common stereotypes, misconceptions, and problems of cross-cultural study see: Kenworthy, L., Studying South America. New York: Teachers College, Columbia University, 1965, pp. 7-8. Peterson, H. F., Latin America. New York: Macmillan, 1966, pp. vii-viii, pp. 1-5. A sample questionnaire is provided in the Appendix.
4. Administer an attitude questionnaire. Note characteristics most often attributed to North and South Americans. The results may be discussed with the class or saved for discussion at the end of the unit.	

A. 15th, 16th, and 17th century Europe

1. Emergence of unified nations and nationalism

Fighting for the English throne (War of the Roses) ended in 1485 when Henry VII became king and attempted to unify and strengthen the nation. The marriage of Ferdinand of Aragon and Isabella of Castile in 1469 established a basis for Spanish unity and expulsion of the Moors. The Spanish conquistadores represented a culture influenced by the Moslems who had occupied part of Spain since the 8th century. Improved agricultural methods had been introduced by the Moslems, and the Spanish language came to include words of Arabic origin. The sheltering of women and the music and dances of southern Spain are other examples of Moorish influence. A common enemy aided Spanish unification; English kings faced greater difficulties with domestic jealousies and rivalries. The authority of the Spanish monarchy was absolute while that of the English was limited by tradition and an increasingly powerful Parliament. Conflict between the claims of Stuart kings to absolute power and those of Parliament to legislative powers led to civil war in 1642. Later, in 1688, the Glorious Revolution ousted the Stuarts and led to the Bill of Rights (1689) which established Parliamentary supremacy in England.

National unity bred national pride and spirit which, combined with religious fervor and commercial rivalry, would eventually lead to intense competition for colonies and trade, and to war.

2. Religious conflict

Demands for reform of the Roman Catholic Church as well as the presence of Moors and Jews led to the establishment of Spain's notorious Inquisition in 1478. Serving political as well as religious ends, it eliminated dissent, facilitated unification, and prepared Spain to assume leadership in the coming crusade against Protestantism and to spread the Catholic faith.

After 1517, religious unity in Europe was shattered, and there was very little religious toleration. Henry VIII divided England when, by the Act of Supremacy,

Activities	Materials
1. Define major terms or concepts such as nationalism, capitalism, political, economic, and social. Discuss and illustrate from study of England and Spain; include contemporary examples. Show that capitalism is an economic system which can exist with several political forms.	1. A list of general references for English America is provided in the Appendix.
2. Illustrate, by means of a diagram or chart, the relationships between the English and Spanish royal families. If a handout is used, students can add major events in Europe and America to their diagrams. A sample diagram is provided in the Appendix.	2. Miller, W., A New History of the United States. New York: Dell, 1962. Ch. 1. "The Four Worlds of the 15th Century," pp. 7-28.
3. Have students prepare timelines, drawn to scale, indicating events in Europe relevant to colonization of the New World. Provide space to include developments in the colonies. Events in activities 2 and 4 may be used on the timeline.	3. Notestein, W., The English People on the Eve of Colonization. New York: Harper and Row, 1954. Ch. 1, "A Retrospect, England up to 1603," pp. 1-10.
4. Construct a diagram to indicate relationships among events in Europe motivating exploration and colonization, such as the Crusades, Renaissance, and Reformation, in addition to events noted in the Content Outline.	4. Palmer, R. R. and Colton, J., History of the Modern World. New York: Knopf, 1956, pp. 90-104 (commercial revolution and the development of capitalism).
5. After students have studied conditions in Spain and England, ask them to generalize from their observations.	5. Pendle, G., A History of Latin America, pp. 27-31.

1534, he proclaimed himself head of the Anglican Church. Catholic Spain and Protestant England became Major rivals after Elizabeth I rejected Philip II's marriage offer, aided the rebellious Dutch Protestants against Spain, and encouraged pirating of Spanish ships bringing treasures from the New World.

Internal religious conflict became intense during the reigns of the Studarts (1603-1649, 1660-1688) pressuring dissenters to leave England, some for the New World.

3. Decline of feudalism and beginnings of modern capitalism

As kings unified their nations and increased their power, that of the nobles was weakened. Trade was stimulating the growth of a wealthy, merchant middle class which supported kings, uniform law, and protection of property against the privileged aristocracy. Growing cities attracted people from rural areas further weakening feudal ties. Wealth from trade, especially with the Far East, was occasionally invested in manufacturing. The risks involved in ocean trade led to the formation of trading companies or corporations. Shorter, safer routes to the Orient were sought by Portugal and Spain, later by the Dutch and English.

In Spain the Inquisition destroyed a large segment of the middle class while British merchants prospered, in part, from pirating Spanish shipping. British trade and wealth increased while Spain became increasingly dependent upon wealth from her colonies. The Catholic attitude toward profit-making may explain, in part, Spain's economic position.

For example: Peoples or cultures have similar needs which may be satisfied in different ways that change with time and new conditions (e.g., Governments to maintain order and provide protection existed in Spain and England, and both were monarchies; however, the power of the English king was limited and continued to be eroded by Parliament.). Change in one aspect of a people's culture affects and alters other aspects of their culture (e.g., In England, the growth of trade, an economic change, was accompanied by the growth of a merchant middle class which demanded and eventually gained political power, a political change.).

6. Discuss (explain and illustrate) the statement, "No age -- unless it be our own -- needed a 'New World' as much as the age of Columbus."*

*Miller, W., A New History of the United States, p. 8.

B. The Western Hemisphere before Columbus

1. Natural environment

In North America, British colonies were established along the Atlantic coastal plain which provided fertile farmland, natural harbors, and navigable rivers. Trade and fishing became important occupations in the north while more fertile level land to the south made export agriculture profitable. The Appalachian mountains did not provide a formidable barrier to westward movement.

Spanish settlements tended to be established along the coasts and in areas where large Indian populations were available to supply labor necessary for agriculture and mining. Mountains dominate the physical map of Latin America, isolating population centers which are often at higher elevations to escape tropical and sub-tropical climates. Mountains, arid plains, and unhealthy jungles separate populations and increase isolation. Gold and silver were major attractions during the early colonial period.

2. Native cultures

In the 15th century there were hundreds of Indian tribes at various stages of development in the Western Hemisphere. The Indian population of the area which is now the United States was approximately one million; about twenty million Indians inhabited Middle and South America.

North American tribes had little in common except their religious beliefs, which emphasized nature worship. Some tribes were agricultural as the Iroquois of upper New York, the most advanced tribe encountered by early English settlers. Most tribes were at least semi-migratory as the Algonquins of New England who were primitive hunters.

The most complex Indian cultures were found in Middle and South America, but in spite of their wealth and grandeur, European attitudes were condescending. Maya, Aztec, and Inca cultures lacked an alphabet, iron tools, wheels, and

Activities	Materials
1. On a wall map or using transparencies, indicate the relative positions of North America, South America, Europe, and Africa. Most of Latin America lies southeast of the United States and much of it is closer to West Africa and Europe than to the United States; much of Latin America is remote from other large land areas, population centers, and trade routes.	1. Wall maps of the world and western hemisphere. 2. Maps of the New World and the New World in Relation to Europe and Africa are provided in the Appendix. 3. Kingsbury, R. and Schneider, R., Atlas of Latin American Affairs. (especially pages 2-17)
2. Using individual desk maps or a series of transparencies, indicate major landforms, native population centers, colonial cities, natural resources, and major trade routes. Note geographic similarities and differences between North and South America. Lists or charts might be prepared by individual students or a summary chart might be prepared by the class as a whole on the basis of class discussion.	4. Pendle, G., A History of Latin America, pp. 13-27. 5. Stavrianos, L. S., et. al., Readings in World History. "Mayas, Aztecs, and Incas," pp. 406-419; "Authoritarianism of the Aztec Rulers," pp. 430-431. 6. "Myths that Hide the American Indian," American Heritage, October 1956, pp. 4-9.
3. Compare the Amazon and Mississippi rivers with respect to their effects on the development of surrounding areas. An excerpt from Mark Twain's Life on the Mississippi and a map showing the extent of the Amazon are provided in the Appendix.	7. For further reference: Baity, E. C., Americans Before Columbus. New York: Acking, 1951. (easy reading) Cole, D. B., Atlas of American History. Boston: Ginn, 1963. Embree, E. R., Indians of the Americas. Boston: Houghton-Mifflin, 1939.
4. Ask students to predict similarities and differences in British and Spanish colonial cultures which may be expected	

work animals. Mayan society was united by religious or ceremonial ties. Their art, architecture (pyramids and temples), calendars, math, astronomical observations, and crafts indicated a high degree of knowledge and skill. By the time of the Spanish conquest, their culture had declined. The Incas ruled a large empire, developed cities, and displayed considerable sophistication in engineering (irrigation systems, roads), textiles, and social organization. The Aztecs, warriors from the north, moved to present-day Mexico City during the 13th century and conquered surrounding tribes. A complex society evolved but Aztec arts and crafts were not as intricate as those of the Mayas. In general, these Indian societies were authoritarian and religious, with distinct classes and communal patterns of land ownership.

Activities	Materials
on the basis of geographic features of the areas, their native populations, and their European inheritances. For example, what differences might be expected to result from the larger numbers and more advanced cultures of Middle and South American Indians? Note hypotheses for future reference. This activity may serve to summarize study to this point before turning to exploration and colonization.	Mason, J.A., The Ancient Civilization of Peru. Baltimore: Penguin, 1957. Morley, S.G., The Ancient Maya. Stanford: Stanford University Press, 1956. Thompson, J.E., The Rise and Fall of Maya Civilization. Norman: University of Oklahoma Press, 1966. Underhill, R.H., Red Man's America: A History of Indians in the United States. Chicago: University of Chicago Press, 1953. Vaillant, G.C., The Aztecs of Mexico. Baltimore: Penguin, 1961. Von Hagen, V.W., The World of the Maya. New York: New American Library, 1957. Wolf, E., Sons of the Shaking Earth. Chicago: University of Chicago Press, 1959. (ethnohistory of Mexico and Central America)

C. Motives and methods of colonization

Political, economic, and religious factors motivated both Spanish and British colonization, but their specific nature differed. In addition, there were Spaniards and Englishmen who sought adventure and glory or personal power.

1. Effects of the time difference in colonization

Spanish exploration, conquest, and colonization, motivated by the desire to dominate other people, to gain commercial advantages for Spain, and to convert more souls for the Catholic Church, reflected late 15th and 16th century (medieval) Spanish society. Military spirit, fostered by the fighting with and final defeat of the Moors in 1492, nationalism, and religious fervor combined to urge Spain to new conquests. In Spain, society remained predominately feudal in character, and the Catholic Church was a powerful institution. Conquistadores such as Cortes and missionaries such as Las Casas illustrated the complex mood of Spanish colonization while the crown was primarily concerned with maintaining its authority, obtaining revenue, and mediating the conflicting demands of conquistadores and Church without sacrificing its own interests. Before the English settled at Jamestown, Spainsh clergy had instructed the Indians in Spanish crafts and supervised the construction of cathedrals, monasteries, and convents. Both architecture and sculpture show native influences (e.g., statues of Christ often had Indian features). Universities were established at Mexico City and Lima in the mid-16th century.

While Spain (and Portugal) explored, conquered, and colonized, England was divided by religious and political conflict; at the same time, a prosperous ocean trade and middle class were growing. However, many Englishmen were unemployed as the enclosure of farmlands for grazing left them without land or job skills. After the defeat of the Spanish Armada in 1588, British seapower began to dominate the oceans, further weakening Spain which, under Philip II (1556-1598), depended upon colonial wealth for expensive European wars in defense of Catholicism. Elizabeth I managed to smooth religious conflicts while encouraging industry, trade, and the pirating of Spanish ships. Religious and political conflict flared under the Stuarts, and English colonization began.

Activities	Materials
1. Compare Spanish and British motives for colonization. Distinguish between national and individual motives (e.g., individual desire for economic opportunity and royal desire for income and prestige). Relate motives to domestic conditions. A summary chart should be compiled by the students on the basis of class discussion.	1. "Exploration and Discovery," Visual History Wall Map. Civic Education Service, 1733 K Street N.W., Washington, D.C., 20006.
2. Analyze the effects of the 100 year difference in Spanish and English colonization. Why did Spain establish colonies in America a century before the English? In what ways do these 100 years explain differences between their methods and motives of colonization? What other factors might explain the observed differences? Point out, for example, that the Reformation and Commercial Revolution altered conditions in Europe and thus the nature of English colonization.	2. Gibson, C., Spain in America, Ch. 2. 3. Miller, W., A New History of the United States, Ch. 2. 4. Pendle, G., A History of Latin America, pp. 32-50. 5. Stavrianos, L. S., et. al., Readings in World History. "The Meeting of Montezuma and Cortes," pp. 420-423 (from Bernal Diaz); "Columbus Discovers the New World," pp. 122-125 (from his letters); "Pizzaro Conquers the Inca Empire," pp. 128-130 (from Prescott).
3. Have individual students or small groups report on various aspects of early colonization (e.g., Prince Henry the Navigator and advancements in navigation, earlier discoveries of America, Columbus, Cortez, Pizzaro, Jamestown, Massachusetts Bay).	6. TePaske, J. J. (ed.), Three American Empires, "The Colonial Idea in England." (difficult reading) 7. For further reference: Bannon, J. F., The Spanish Conquistadores: Men or Devils? New York: Holt, 1960. (includes eyewitness accounts)
4. Discuss exploration and colonization of the New World in comparison with the United States-Soviet space race. Are motives and methods of exploration similar in any way?	

Jamestown, the first permanent English colony in North America, was a commercial venture financed by the London Company in hopes of finding gold and silver. Soon after, Pilgrims settled at Plymouth, and John Winthrop's Puritans established the first large English community as Massachusetts Bay Colony. Large numbers of Englishmen migrated to the colonies and the relatively small Indian population was removed. In contrast, relatively small numbers of Spaniards conquered and ruled large Indian populations. Most English colonists sought political and religious freedom and economic opportunity while Spanish conquerors and colonists tended to seek political and economic power and religious uniformity. The economic motives of English and Spanish merchants, trading companies, and proprietors were similar. Essentially, British colonization was modern and capitalistic, while Spain's was medieval and feudalistic.

2. Role of the European governments

Colonies were established by private individuals or corporations (e.g., conquistadores, proprietors, London Company) with their government's encouragement. Neither Spain nor England could afford to directly sponsor colonial ventures. However, within a short time, both attempted to extend their authority to the New World and especially to derive commercial advantages from their colonies. By the mid-16th century, the Spanish crown was moving to curb the power and independence of the conquistadores. The charter granted by James I for what became Massachusetts Bay Colony provided that the company establish the government; however, in the late 17th century it came under royal control. Mismanagement at Jamestown led to revocation of that colony's charter and its becoming a royal colony as early as 1624.

Activities	Materials
5. Add routes of major explorers and important colonial centers to earlier maps.	Cortes, H., Five Letters, 1519-1526. New York: Norton, 1962.
6. Compare the Spanish and English attitudes and actions toward the Indian populations of America during their first encounters. To what extent are present-day attitudes and relations traceable to these early experiences? (Further consideration of relations among Indians, Negroes, and Europeans is suggested later in the unit.)	Harris, M., Patterns of Race in the Americas. New York: Walker, 1964. Kirkpatrick, F.A., The Spanish Conquistadores. New York: Barnes and Noble, 1967. Morison, S.E., Christopher Columbus, Mariner. Boston: Little, Brown, 1955. Parry J.G., Age of Reconnaissance. Cleveland: World Publishers, 1963. Prescott, W.H., The Conquest of Mexico, the Conquest of Peru, and Other Selections. R. Howell (ed). New York: Washington Square, 1967. Schrag, P., The European Mind and the Discovery of a New World. (New Dimensions in American History, Committee on the Study of History, V.R. Halsey, ed.) Boston: D.C. Heath, 1963.

II. Colonial Patterns

A. Imperial theory and colonial government

1. Relationship between European and colonial governments

The American colonies were viewed as an extension of Spain; their primary function was to provide much needed income. Spanish colonial administration was highly centralized and authoritarian, and Spanish control was reinforced by the activities of the Church which, under royal patronage, was a wealthy, conservative influence. The period of exploration and conquest lasted until the 1520's; conquistadores ruled almost unchecked until 1540 when the Spanish government exerted its authority through the House of Trade and the Council of the Indies which advised the king regarding colonial policy. Colonial administrators, from viceroy to local or provincial officials, were appointed by the king and ruled in his name. Later, however, as the crown desperately needed additional funds, lesser offices were often purchased. In spite of massive amounts of legislation covering many aspects of colonial life, authorities in Spain were unable to enforce their regulations. A common saying was, "God is in heaven, the King is in Spain, and I am here in the Colonies."

Prior to 1763, British regulation of her American colonies was inconsistent and relatively mild. Colonies were established under royal charters or proprietary grants which left the organization of colonial governments to company officials or proprietors. By the late 17th century the crown was attempting to increase its control by revoking charters and appointing royal governors wherever possible, as well as pressuring Parliament to enforce its economic regulations (Navigation Acts). Britain's "neglect" of her American colonies was, in part, a result of her own internal preoccupations (e.g., civil war, Glorious Revolution). That numbers of colonists left England and elsewhere because of political persecution and then demanded their rights as Englishmen as a basis for further freedom, also contributed to a freer political atmosphere than in Spanish America. After the French and Indian war, when Britain attempted to extend her authority in the colonies, the question of Parliament's

Activities	Materials
1. Have students diagram the typical mid-18th century colonial government. Several students might be asked to put their diagrams on the board for class discussion and modification. A typical diagram for the British government should include: governor appointed by the king; assistants appointed by the king or governor, forming the upper house of a bicameral legislature; lower house composed of qualified colonial voters. The functions and socio-economic background of each might be noted. Parallel diagrams for British and Spanish America might be used as a basis for discussion in the two following activities.	1. Commager, H.S., Living Ideas. Winthrop, J., "Religious Conformity in the Bay Colony," pp. 495-498; Williams, R., "God Requireth Not a Uniformity of Religion," pp. 499-500.
2. Whether or not political democracy existed in the British colonies can be a significant debate or discussion topic. Chapter II in Fine and Brown, The American Past, provides scholarly background. Students should define political democracy and establish standards by which to judge colonial politics. Voting qualifications, for example, might be carefully investigated and the proportion of non-free people determined; variations among colonies should be noted.	2. Gibson, C., Spain in America, pp. 48-181.
3. Another valuable discussion topic might consider the question, "Other	3. Miller, W., A New History of the United States, Ch. 3.
	4. Pendle, G., A History of Latin America, pp. 57-68.
	5. Stavrianos, L.S., et.al., Readings in World History. "Authoritarianism in the Colonial Period," pp. 432-434; "The Church and the Indians," pp. 488-490, (from Collier and Brutron): "The Church and Education," pp. 491-494, (from Americas).
	6. For further reference: The Creation of Society in the New World. (Berkeley Series in American History, C. Sellers, ed.) Chicago: Rand McNally, 1963. Haring, C.H., The Spanish Empire in America. New York: Harcourt, 1963.

sovereignty provoked heated debate. Having developed their own political beliefs, institutions, and loyalties, colonists were unwilling to surrender them.

2. Local colonial government

The cabildo, or town council, in Spanish America might have offered opportunities for self-government. In practice, however, it had little power or democratic character. Most Spaniards held administrative positions and had a stake in preserving the status quo; they were administrators rather than policymakers. There was little local initiative as the Indian majority was powerless and generally resigned to its position. (Indian civilizations had also been authoritarian.

Local government in the New England colonies was characterized by the town meeting in which the limited number of qualified voters could participate, while county organization was most common in the South where people lived on relatively isolated plantations or small farms rather than compact farm villages or towns (often planned in New England to maintain church congregations and provide defense against Indian attack). The most important county official was the justice of the peace who was usually appointed by the governor and thus tended to represent upper-class interests.

3. Church-State relations

The wealth and generally conservative influence of the Spanish Catholic Church have already been noted. There was no religious freedom in Spain or Spanish America during the colonial period. The Church in Spanish America exercised several functions in addition to conversion of the Indians and performance of religious duties. Generally, Indian religious beliefs were not tolerated although some Indian practices were incorporated or adapted in order to facilitate conversion. Education and culture were dominated by the Church; the universities established at Mexico City and Lima in the mid-16th century are examples. Some Indian schools were established in Mexico, but education was intended primarily for Spanish children.

than the intense Spanish concern and regulation of her American colonies, what conditions or factors worked against the development of democratic or representative government?" Point out the absence of a tradition of limited government in Spain and thus the absence of belief in and experience with self-government; Indian civilizations were also authoritarian; great differences between Indian and Spanish ways and lack of communication thwarted cooperation as equals; the Spanish crown exerted its authority relatively early, before independent institutions could be firmly established.

Smith, J. M. (ed), 17th Century America: Essays in Colonial History. Durham: University of North Carolina Press, 1959.

4. Both Britain and Spain pursued mercantilist economic policies. Mercantilism should be fully explained and discussed. Comparison with laissez-faire or free trade ideas might be made.

Church and state were closely tied in early (17th century) New England, especially in theocratic Massachusetts, and religious qualifications for voting were common. Although established churches existed in some southern colonies, church and state tended to be separate institutions. Rhode Island and Pennsylvania offered greater religious freedom than was found elsewhere. While religious persecution was a motive for English colonization, dissenters appeared to seek freedom for themselves without extending it to others.

4. Trade and mercantile regulations

Strict regulation of mining and trade could not prevent smuggling and increasing foreign competition. Spain depended upon her colonies for funds to maintain her position in Europe and to support unsuccessful religious wars (e.g., Thirty Years War, 1618-1648). As her trade monopoly crumbled, Spain's strength and power faded in Europe and America.

British control of her American colonies before 1763 was exercised through trade regulations, the Navigation Acts (1660's), designed to benefit England and English merchants by supplying needed materials and markets. Colonial trade was confined to English or colonial ships; certain products could only be sold to England; others could only be purchased from English merchants. The acts were not considered oppressive and enforcement was lax; however, smuggling was profitable. In the 18th century prohibitions on manufacturing were added to eliminate competition with British goods.

B. Land and labor: colonial economies

Spaniards and creoles viewed manual labor as beneath their dignity and thus to be avoided. To solve the labor problem, they developed the encomienda (tribute), repartimiento (forced labor), and hacienda (debt peonage or feudal) systems to exploit Indian labor. The Indian population declined dramatically throughout the 16th century, and the decline or absence of Indian labor led to the importation of slaves, especially in the West Indies and the northeastern coast of South America where commercial plantations became common.

The British colonial economy was more diversified than that of Spanish America which depended largely on export agriculture and mining. Although the southern colonies were overwhelmingly agricultural (susbistence and export), New England and Middle colonies engaged in trade, manufacturing, lumbering, shipbuilding, and fishing as well as agriculture. In the South, fertile land made farming profitable, and slavery discouraged handicrafts, manufacturing, and thus the development of a sizeable middle class. Private enterprise (capitalism) characterized the economy although production of certain raw materials was encouraged by bounties. Industry was stimulated by an abundance of raw materials, availability of technical skills, and lack of money with which to buy English goods.

Land in British America was owned outright without (feudal) obligations; "fee simple" was a significant departure from common European practice. The availability of cheap or free land made labor scarce. The demand for labor was met by indentured (contract) servants and Negro slaves. Indentured servants comprised about 1/4 to 1/3 of the colonial population. Slavery was formally established in Virginia in the 1660's and expanded throughout the colonies by the end of the century at which time most colonies enacted "slave codes" designed to protect the property rights of slaveowners. Slaves were less useful in the North where farms were smaller and the population grew more rapidly, and slavery declined. The slave trade continued to bring large profits to New England shipowners.

Activities	Materials
1. Relate the British and Spanish American economies to present economic positions. The lack of industry in Spain and Spanish America and the dependence on precious metals as sources of income should be emphasized in explanation of present economic "underdevelopment." Also, agriculture in Spain's colonies was often geared to the export of a single crop; such dependence continues and is in part responsible for present-day economic instability.	1. Stavrianos, L.S., et.al., Readings in World History. "Economic Standstill," pp. 459-468; "Social Attitudes Toward Labor," pp. 495-496.
2. Compare the role of the frontier in British and Spanish America. Brazil, for example, still has vast unexplored or barely inhavited regions.	2. See materials listed for II-A and II-C also.

C. Society and culture

1. Social structure and mobility

The clash of Spanish and Indian cultures was disastrous for the Indian whose institutions were shattered. Those imposed by Spain tended to exploit him; although technically the Indian was not enslaved, royal protection was generally ineffective. He had no political voice or influence. A hierarchical social order emerged with the Indian at the bottom (except for the slave) and no place for the mestizo (person of mixed blood). The Indian population tended to react or adjust to Spanish rule by passively accepting its bleak future (fatalism). Immigration was restricted to "loyal" Spanish Catholics. A static, stratified society dominated by the Church, Crown, and their representatives was established. Great distances separated the Spanish elite and the Indian masses.

Class differences, accepted in Britain, were less distinct and more flexible in her colonies. The abundance of land and economic opportunity seemed to have a leveling effect; survival and success depended upon ability and effort more than birth. Class distinctions were more obvious in the southern colonies (where the number of slaves increased and the middle class was small) and in seacoast cities. Large landowners, merchants, and later, manufacturers held the highest positions. The Middle colonies attracted the largest number of immigrants and thus were more heterogeneous than the largely British New England and southern areas. By the mid-18th century, socio-economic groups cut across sectional lines, and a number of historians consider East-West (tidewater-backcountry) differences to have been greater than North-South differences.

2. Colonial cities

3. Education

Activities	Materials
1. Compare several aspects of New England (Massachusetts), Middle (Pennsylvania), and Southern (Virginia) life in order to illustrate the variety within the British colonies. Use two or three colonies as examples rather than attempting to cover all of them. Extend comparison to include Spanish America. Consider reasons for less variability within Spanish America.	1. Arciniegas, German, Latin America, A Cultural History. New York: Knopf, 1967.
2. For a description of life in the 18th century British colonies and an exercise in analysis of primary sources, use the excerpt from Crevecoeur provided in the Appendix.	2. Borah, W., et.al., "Colonial Institutions and Contemporary Latin America," The Hispanic America Historical Review. XLIII (1963), pp. 371-394.
3. Compare the intellectual atmosphere of Spanish and British America. Note, for example, the humanist tradition in Spanish America and the practical or scientific outlook in the British colonies. European critics tend to scorn the culture (or lack of culture) in the English colonies.	3. Franklin, B., Autobiography and Other Writings. (R.B. Nye, ed.) Boston: Houghton-Mifflin.
4. Compare the attitude toward and treatment of the Indians and Negroes in Spanish and British America. Why was slavery established? Sections in Tannenbaum's Slave and Citizen, Harris' Patterns of Race in the Americas, and Hanke's	4. Hanke, L., Aristotle and the American Indian: A Study of Race Prejudices in the Modern World. Chicago: Regnery, 1959.
	5. Harris, M., Patterns of Race in the Americas. New York: Walker, 1964.
	6. Las Casas, B., The Tears of the Indians. (Academic Reprints, P.O. Box 3003, Stanford, California, publishes a reproduction of the 1656 English edition.)
	7. Nevins, A. and Commager, H.S., A Short History of the United States. New York: Knopf, 1964, (rev. ed.). "The Colonial Heritage," in Ch. 2.

4. Literature, architecture, arts

A wide choice of topics is available for consideration of colonial culture. Rather than a superficial overview, selected study or individual reports is desirable. Suggested references are listed under "Materials," and excerpts from primary sources are provided in the Appendix.

Activities	Materials

Aristotle and the American Indian might be read for individual reports or a panel discussion.

5. Compare the attitudes of Sepulveda and Las Casas with respect to Spain's Indian policies. Excerpts provided in the Appendix would make excellent background for debate. Further references are suggested under "Materials."

6. Compare major Spanish and British American cities such as Mexico City or Lima and Philadelphia or New York. Descriptions of 17th century Mexico City and 18th century Lima are provided in the Appendix.

7. The excerpt "Education in the U.S. and Latin America," provided in the Appendix, emphasizes colonial backgrounds and differences, describing several aspects of colonial life. It might be used for a general discussion of colonial education or as part of concluding activities for this unit.

8. Prepare a list or wall chart summarizing the legacy or heritage of the colonial periods in British and Spanish America. Discuss the extent to which these aspects of colonial life (a) can be expected to influence further development, and (b) exist today. Items might

8. Meltzer, M. (ed), In Their Own Words. (A History of the American Negro, 1619-1865). New York: Thomas Y. Crowell, 1964.

9. Picon-Salas, M., A Cultural History of Spanish America. Berkeley: University of California Press, 1962.

10. Tannenbaum, F., Slave and Citizen. New York: Vintage, 1946.

11. Wright, L. B., The Cultural Life of the American Colonies, 1607-1763. New York: Harper and Row, 1957.

include: (for British America) experience with representative government; respect for civil rights (freedom of speech, press, religion) and equality of opportunity for free men; individualism; sense of special destiny; (for Spanish America) hierarchical society; widespread poverty especially within the Indian population; tradition of authoritarian government; lack of cultural unity. See the Borah, et. al. reference for additional information.

D. Turning points: the mid-18th century

Events at this time altered the patterns of colonial life and stimulated the movements for independence.

1. The Bourbon Reforms

Reorganization revitalized colonial administration and loosened mercantilist controls resulting in a degree of economic recovery, but the further centralization of colonial government served to increase the creoles' discontent with their subordinate status as did trade and tax regulations which appeared to favor merchants in Spain. Criticism was directed against laws and officials but not against royal authority, i.e., "Long live the King and death to bad government."

2. French and Indian War

After 1763, Britain held Canada and the territory west of the thirteen colonies to the Mississippi, excluding Florida. To help pay the costs of war and the anticipated expenses of defending her expanded empire, Britain attempted to raise money in her American colonies through a variety of revenue taxes. Having established their own legislatures with the power of taxation, colonists resented Parliament's claim to sovereignty (including the right to tax). While taxation was not the only cause of British-colonial friction, it was an important and emotional one.

Appendix

Appendix

1. General References for Spanish America

2. Attitude Questionnaire

3. General References for English America

4. Diagram: Spain and England, 1450-1650

5. Maps:
   - The New World
   - The New World in Relation to Europe and Africa
   - The Amazon Basin

6. Readings:
   - The Mississippi
   - The British Colonies Before Independence
   - Spain's Indian Policies: Las Casas and Sepulveda
   - Mexico City in 1625
   - 18th Century Lima
   - Education in the U.S. and Latin America

General References for Spanish America

*more difficult reading, for teacher or able students

Books and Collections of Readings

Americas. Washington, D.C.: Pan American Union. (published monthly)

Bannon, J.F. and Masten, P., Latin America: An Historical Survey. Milwaukee: Bruce Publishing Company, 1963. (by two Jesuit Priests)

*Clissold, S., Latin America, A Cultural Outline. New York: Harper and Row, 1966. (Latin American outlook on life, from the Indian mind to modern mestizo cultures)

*Diffie, B.W., Latin American Civilization: Colonial Period. Octagon Press, 1966.

Ewing, E.E., Latin American Society. Skokie, Illinois: Rand McNally, 1961.

Fagg, J.E., Latin America: A General History. New York: Macmillan, 1963.

Gibson, O., Spain in America. New York: Harper and Row, 1966.

*Hanke, L. (ed), History of Latin American Civilization: Sources and Interpretations. Boston: Little, Brown, 1967.

*Hanke, L. (ed), Do the Americas Have a Common History? New York: Knopf, 1964. (essays)

*Haring, C.H., The Spanish Empire in America. New York: Harcourt, Brace and World, 1963. (reference, detailed institutional history, supplements Gibson)

Herring, H., A History of Latin America. New York: Knopf, 1961.

James, P.E., Latin America. New York: Odyssey, 1959. (geography)

James, P.E., Introduction to Latin America: The Geographic Backgrounds of Economic and Political Problems. New York: Odyssey, 1964.

*Keen, B., Readings in Latin American Civilization: 1492 to the Present. Boston: Houghton Mifflin, 1967.

Kingsbury, R. and Schneider, R., Atlas of Latin American Affairs. New York: Praeger, 1965.

Pendle, G., A History of Latin America. Baltimore: Penguin, 1963.

Peterson, H. F., Latin America. New York: Macmillan, 1966. (Culture Regions of the World Series)

*Picon-Salas, M., A Cultural History of Spanish-America. Berkeley: University of California Press, 1962. (the cultural heritage from Spain and Portugal, by a Venezuelan author)

Stavrianos, L. S. and Blanksten, G.I., Latin America: A Cultural Area in Perspective. Boston: Allyn & Bacon, 1967.

Stavrianos, LS. S, et. al., Readings in World History. Boston: Allyn & Bacon, 1967.

*TePaske, J.J. (ed), Three American Empires. New York: Harper and Row, 1967.

Wilgus, A.C., Historical Atlas of Latin America. New York: Cooper Square, 1956.

Bibliographies and Teacher Aids

Engle, S. H. (ed), New Perspectives in World History. Washington, D.C.: National Council for the Social Studies, 1964. (34th NCSS Yearbook) "Latin America," Charles E. Nowell, pp. 478-500.

Fleener, C.J. and Seckinger, R. L., A Preliminary Guide to Latin American Paperback Literature.. Gainesville: University of Florida Press, 1965.

Gibson, C., The Colonial Period in Latin American History. Washington: AHA Service Center for Teachers of History, 1958.

Hillman, J.J. (ed), Latin America: A Bibliography of Paperback Books. Washington: U.S. Government Printing Office, 1967. (Hispanic Foundation Bibliographical Series)

Teaching about Latin America in the Secondary School: An Annotated Guide to Instructional Resources. The University of Texas at Austin: Latin American Curriculum Project, 1967.

Attitude Questionnaire

Read the following statements concerning Latin America and indicate: (1) agree fully; (2) agree somewhat; (3) disagree somewhat; or (4) disagree fully.

_____ 1. Latin Americans have been lazy people who will do little to improve their own social and economic conditions.

_____ 2. Because of the nature of the Latin American people, there will always be political unrest and frequent revolutions.

_____ 3. Geography has been a major obstacle to economic development in Latin America.

_____ 4. For the United States, Latin America has always been a strategic region of the globe.

_____ 5. Most of the economic development in Latin America has been due to the unselfish aid given by the United States.

_____ 6. Spanish and English colonies in the New World were similar, and it was only after independence that significant differences began to appear.

_____ 7. Most of the difficulties occurring in Latin American-United States relations have stemmed from differences in historical background and traditional values.

_____ 8. The culture of the Indian civilizations is of relatively small importance in Latin America today.

_____ 9. If Spain, instead of England, had colonized North America, our lives today would have been considerably different.

_____ 10. Catholicism continues to have a dominant influence on the lives of Latin American citizens.

Complete the following sentences with the word or words you think most appropriate.

1. When I think of the typical Latin American, I picture a _____.

2. On the basis of past experience, the form of government that would be most effective in Latin America is _____.

3. Latin America would face fewer problems today if during the colonial period _____.

4. Compared to those of the United States, Latin America's culture standards are _____.

5. The United States and Latin America are most alike in _____.

6. Contributions of the African Negro to Latin American culture are _____.

7. Latin Americans are proud of their _____.

8. The treatment of the Indians by the early Spaniards was _____.

9. The Latin American countries are important to the United States because _____.

10. Socio-economic class differences in Latin America are _____.

General References for English America

Collections of excerpts from primary and secondary sources are suggested for use as supplementary reading.
* more difficult reading, for teacher or able students

Angle, P.M., The American Reader, from Columbus to Today. New York: Rand McNally, 1958.

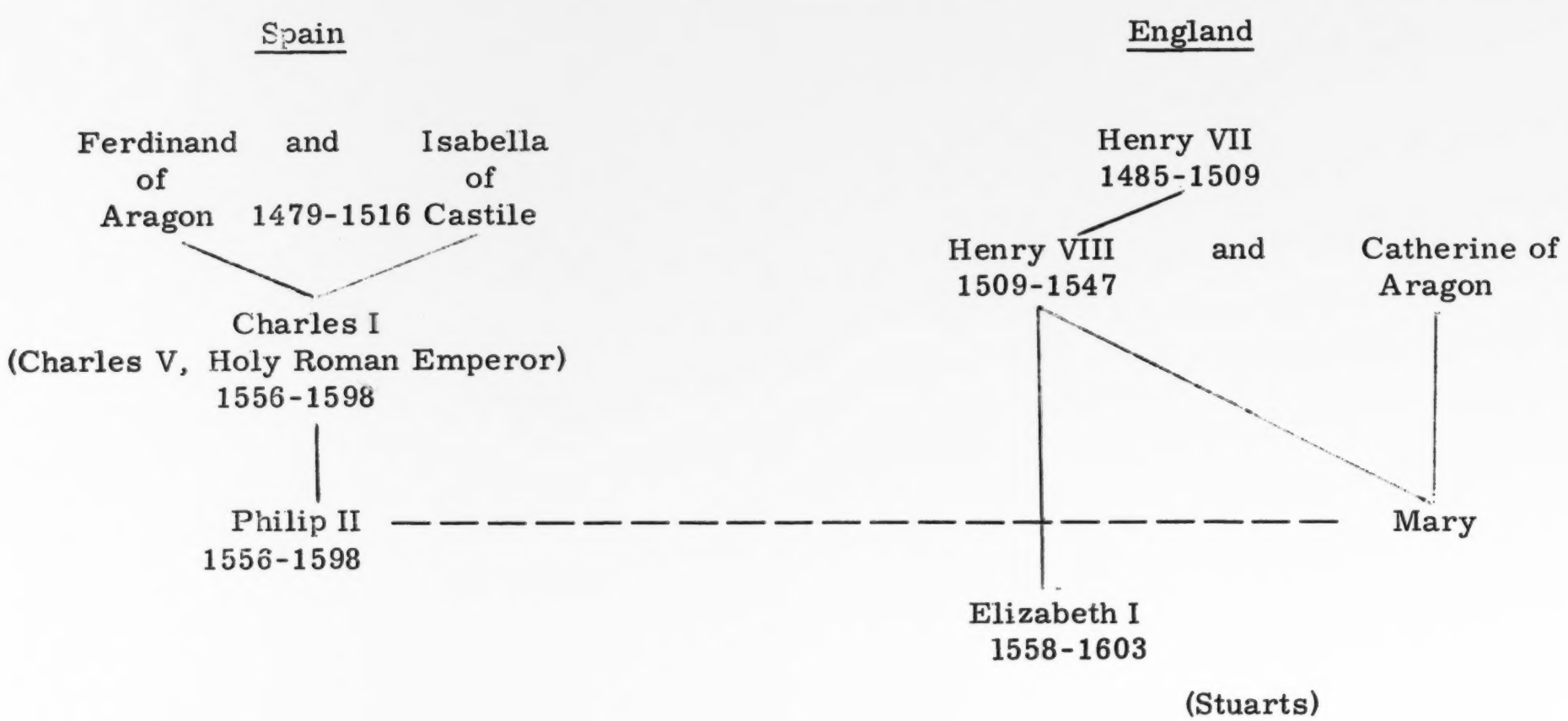
Arnof, D.X., A Sense of the Past. New York: Macmillan, 1967.

Brown, R.A. and Brown, M.R., Impressions of America. New York: Harcourt, Brace and World, 1966. (from foreign observers)

*Commager, H.S., Living Ideas in America. New York: Harper and Row, 1964.

*Fine, S. and Brown, G.S. (eds), The American Past, Conflicting Interpretations of Great Issues. 2 Vols. New York: Macmillan, 1963.

Spain and England, 1450-1650



Place the following events in their proper place on the diagram.

1. Inquisition (1478-)
2. Reconquista (1492)
3. Columbus discovers America (1492)
4. Cortes conquers Mexico (1519-1521)
5. Defeat of the Spanish Armada (1588)
6. Jamestown established (1607)
7. English Civil War and Cromwell (1642-1660)
8. Glorious Revolution and Bill of Rights (1688-1689)

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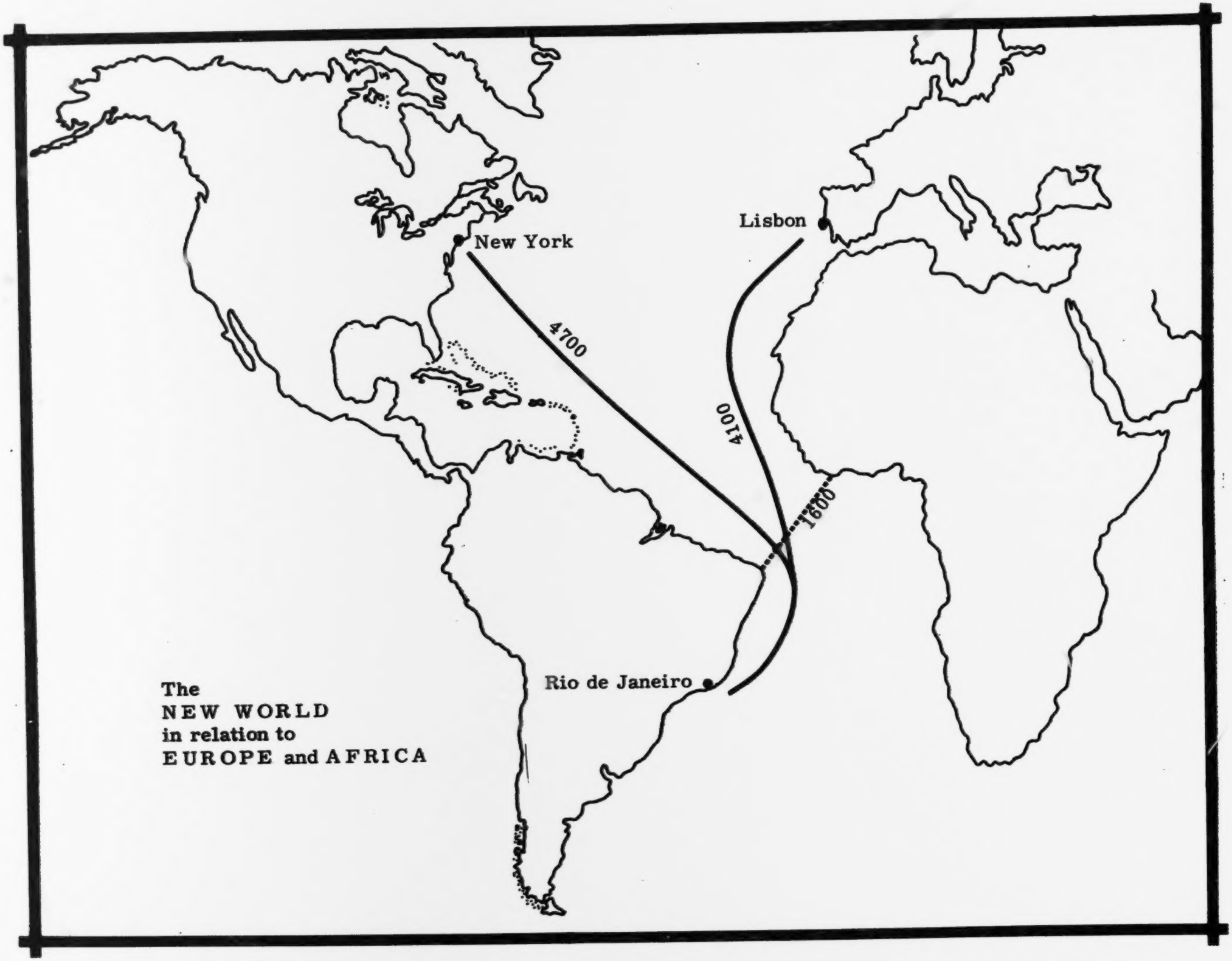

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READING # 1 - The Mississippi
Mark Twain, Life on the Mississippi. New York: Harper, 1951. Ch.1, "The River and its History," pp. 1-9. (originally published in 1874).

READING # 2 - The British Colonies before Independence
J. Hector St. John Crevecoeur, Letters from an American Farmer.

READING # 3 - Spain's Indian Policies: Las Casas and Sepulveda
Juan Gines de Sepulveda, Tratado sobre las justas de la guerra contra los indios. Mexico, 1941, pp. 105-113.

Bartolome de Las Casas, Apologetica historic de las Indias. Madrid, 1909, p. 128-29.

READING # 4 - Mexico City in 1625
Thomas Gage, The English American: A New Survey of the West Indies (edited by A.P. Newton). London, 1946, pp. 89-92.

READING # 5 - 18th Century Lima
George Juan and Antonio de Ulloa, Voyage to South America, I. London, 1772, pp. 53-60.

READING # 6 - Education in the U.S. and Latin America
Roberto Koch Flores, "Education in the Americas: A Comparative Historical Review," in Challenges and Achievements of Education in Latin America. Washington, D.C.: Pan American Union, 1964, pp. 32-41. (Dr. Koch is Professor of Education, University of San Marcos, Lima, Peru.)

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